

Grade Five Unit Outline Example

Grade Five Focus: Integrated United States History

September/October/November	
Unit Title	Three Cultures Interact in North America
Big Ideas	<ul style="list-style-type: none"> • The environment affects the way people live • People adapt the environment to meet their needs. • People construct institutions to guide their lives in groups. • Technology impacts the way people live. • Technology allows people to investigate the unknown. • Ways of thinking are determined by culture. • Interaction between cultures modifies them. • Historians use artifacts, diaries, letters, documents, and other primary and secondary sources to construct an understanding of the past.
Focus and Essential Questions	<ul style="list-style-type: none"> • What was North America like before 1600? • How did technology change life in North America? • How did the environment affect life in North America? • How did the introduction of new cultures modify life and the environment of North America? • What were the cultural characteristics of people from Africa, Europe, and North America before their interactions on the North American continent? • How did interactions in North America affect the society, economics and politics of Europe and Africa? •
GLCE	<ul style="list-style-type: none"> • 5-U1.1.1 Use maps to locate peoples in the desert southwest, the Pacific Northwest, the nomadic nations of the Great Plains and the woodland peoples east of the Mississippi River (Eastern Woodland). • 5-U.1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. • 5-U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. • 5-U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. • 5-U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). • 5-U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, and southern Africa). • 5-U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. • 5-U1.4.1 Describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups. • 5-U1.4.2 Use primary and secondary sources (e.g. , letters, diaries, maps, documents, narratives, pictures, and graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. • 5-U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. • 5-U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.

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December/January

Unit Title	Settlement of Colonial North America
Big Ideas	<ul style="list-style-type: none"> • The settlements of the Southern, Middle, and New England colonies were each affected by the geography of the region. • The trade in enslaved people affected all the people in North America. • All Africans living in North America during the colonial period were not enslaved. • People bring their culture with them when they migrate, regardless whether their move was voluntary or forced. • The quality and activities of daily life in colonial North America was based on position of servitude, wealth, sex, religion, income, and occupation. • Regional differences characterized life in colonial North America.
Focus and Essential Questions	<ul style="list-style-type: none"> • How did the North American colonies differ? • How did the trade in enslaved people from Africa affect the people living in the North American colonies? • How did events in Europe affect the North American colonies? • How did the trade in enslaved people affect western Africa? • How were the values of some Europeans reflected in the trade of enslaved people? • Why were the North American colonies important to Europe?
GLCE	<ul style="list-style-type: none"> • 5-U2.1.1 Describe significant developments in the Southern colonies, including • 5-U2.1.2 Describe significant developments in the New England colonies, including <ul style="list-style-type: none"> ◦ patterns of settlement and control including the impact of geography (landforms and climate) on settlement ◦ relations with American Indians (e.g., Pequot/King Phillip's War) ◦ growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies ◦ the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government ◦ religious tensions in Massachusetts that led to the establishment of other colonies in New England • 5-U2.1.3 Describe significant developments in the Middle Colonies, including <ul style="list-style-type: none"> ◦ patterns of settlement and control including the impact of geography (landforms and climate) on settlement ◦ the growth of Middle Colonies economies (e.g., breadbasket) ◦ The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies ◦ immigration patterns leading to ethnic diversity in the Middle Colonies • 5-U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. • 5-U2.2.1 Describe Triangular Trade including <ul style="list-style-type: none"> ◦ the trade routes ◦ the people and goods that were traded ◦ the Middle Passage ◦ its impact on life in Africa • 5-U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. • 5-U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. • 5-U2.3.1 Locate the New England, Middle, and Southern colonies on a map. • 5-U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. • 5-U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). • 5-U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). • 5-U2.3.5 Make generalizations about the reasons for regional differences in colonial America.

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February/March

Unit Title	The American Revolution
Big Ideas	<ul style="list-style-type: none"> • The French and Indian War was an extension of the Seven Years War in Europe. • The outcome of the French and Indian War sewed the seeds of dissatisfaction between the North American colonies and Great Britain. • Actions in the British Parliament which affected the North American colonies fueled colonial revolutionary ideas and actions. • Ideas of self government and protection of individual rights have a long history and include ideas from many countries and the North American colonies. • North American colonists had a variety of opinions about separating from Great Britain. • The Continental Congresses attempted to unify the North American colonies. • Many great leaders were instrumental in stirring revolutionary fervor, fighting the American Revolution, and creating the new nation. • The Declaration of Independence reflected the ideas of those colonists who wanted to separate from Great Britain. • Friendship between France and the North American colonies was important to winning the American Revolution.
Focus and Essential Questions	<ul style="list-style-type: none"> • How did a European war –The Seven Years War- become important to the North American colonies? • Why did the North American colonists and the British Parliament differ on their views of power and authority? • How did the Declaration of Independence reflect the ideas expressed in other documents? • What were the characteristics of leaders and key individuals of the American Revolution? • What were the turning points in the American Revolution? • What role did women, Africans, American Indians, and France have in the war for American Independence? • What advantages and disadvantages did the Continental Army and the army of Great Britain each have?
GLCE	<ul style="list-style-type: none"> • 5-U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. • 5-U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre. • 5-U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government). • 5-U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). • 5-U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. • 5-U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine. • 5-U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. • 5-U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken. • 5-U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. • 5-U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution. • 5-U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war. • 5-U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).

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April/May	
Unit Title	Creating New Government(s) and a New Constitution
Big Ideas	<ul style="list-style-type: none"> Limiting the power of government is a fundamental principle of both the Articles of Confederation and the United States Constitution. The principle of federalism was used to share power between the states and national government and protect the rights of individuals. Protection of individual rights was seen as a key provision of the new Constitution.
Focus and Essential Questions	<ul style="list-style-type: none"> How did limiting the power of the National government become a problem under the Articles of Confederation? What method was used to resolve the issues of representation and slavery during the Constitutional Convention? How do the first ten amendments to the Constitution protect the rights of individuals?
GLCE	<ul style="list-style-type: none"> 5-U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. 5-U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g. lack of national army, competing currencies, reliance on state governments for money) 5-U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. 5-U3.3.4 Describe the issues over representation and slavery the Farmers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). 5-U3.3.5 Give reasons why the Farmers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). 5-U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). 5-U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. 5-U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.